

PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

- Intervention Name:** *Draw the Line/Respect the Line*
- Developer:** Barbara Van Oss Marin, PhD; Romy Benard; and Karin Coyle, PhD
- Program Description:** The “*Draw the Line/Respect the Line*” program is designed to help sixth-, seventh- and eighth-grade students in postponing sexual activity and using protection if they are sexually active. The curriculum addresses social pressures on sexual behaviors and provides modeling of and practice with communication and negotiation skills.

Component 1: Classroom Modules

This component includes separate classroom modules for the sixth, seventh, and eighth grades. The sixth-grade module includes five lessons focused on limit-setting and refusal skills in nonsexual situations. The seventh-grade module includes eight lessons focusing on sexual situations. Students learn about the consequences associated with sexual intercourse and are encouraged to set limits regarding sex. The eighth-grade module includes seven lessons that develop students’ practical skills (for example, learning how to use condoms and practicing refusal skills in dating contexts). Lessons are interactive and involve a range of activities, including small- and large-group discussions, paired and small-group skill practices, and storytelling.

Component 2: Teacher Consultations


This component includes “office hours,” or specified times outside of the classroom, for teachers to meet with students individually or in small groups. Office hours provide students the opportunity to engage with a caring adult, get help solving any interpersonal problems, or get answers to questions. Teachers also may provide resources for students who need assistance in crisis situations.

Component 3: Homework

This component includes assigned homework requiring parent or other adult participation and support.

- Target Population:** Available information describes the classroom modules as reinforcing one another, suggesting targeting of the program to adolescents in sixth grade for the full (three-year) intervention. Each classroom module is available separately, however, allowing the option of targeting adolescents in any combination of sixth, seventh, or eighth grade. The program is designed for all races/ethnicities and for use in either school- or community-based settings.

**Curriculum
Materials:**

Curriculum materials can be purchased online at <http://pub.etr.org/ProductDetails.aspx?id=10000&itemno=A003>.


Training and TA:

The program is delivered by school teachers or health educators. Classroom teachers implementing the intervention should be skilled in using interactive teaching methods and guiding group discussions.

Research Evidence¹

Study Citation:

Coyle, K. K., Kirby, D. B., Marin, B. V., Gomez, C. A., & Gregorich, S. E. (2004). Draw the Line/Respect the Line: A randomized trial of a middle school intervention to reduce sexual risk behaviors. *American Journal of Public Health, 94*, 843–851.

**Population
Evaluated:**

Predominantly Hispanic students enrolling in an evaluation of the full three-year intervention (starting in grade 6)

- Average age 11.5 years
- 5.2% African American, 15.9% Asian, 59.3% Hispanic, 16.5% white, 3.1% other
- 50.1 % female and 49.9% male

Setting:

Ethnically diverse public middle schools in an urban area in northern California

Study Findings:

At 1-, 2- and 3-year follow-ups (from program start): male adolescents participating in the intervention were significantly less likely to report both ever having sexual intercourse and having sexual intercourse during the previous 12 months.

¹ This summary of evidence is limited to studies of the intervention meeting the inclusion criteria and evidence standards for the Pregnancy Prevention Research Evidence Review. Findings from these studies include only those showing a statistically significant positive impact on sexual risk behavior or its health consequences. Studies may present other positive findings beyond those described; however, they were not considered as evidence for effectiveness because they focused on non-priority outcomes or subgroups, did not meet baseline equivalence requirements, or were based on follow-up data with high sample attrition. For additional details on the review process and standards, see the review's Technical Documentation.